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ABSTRACT

The use of adventure based education is a new and relatively unresearched but apparently successful practice in the rehabilitation of juvenile delinquents. Courses offered by schools, state social service systems, juvenile courts, youth service bureaus, and other agencies are generally patterned after the standard Outward Bound course and involve the mastery of such outdoor pursuits as mountaineering, sailing, or river rafting. The gamelike atmosphere, the organization of participants into primary peer groups, the use of the outdoors, the nature of the problems posed, and the style of instruction are five elements of adventure education which impel a juvenile delinquent to alter his destructive ways. Programs are usually designed as cost-effective diversions to long-term institutionalization or as supplements to existing youth serving agency programs. Both types of program involve referral, orientation, the outdoor expedition itself, and thorough follow-up. Many exemplary programs exist throughout the country. Adventure based practitioners face several major issues: program follow-up; course management and staffing; and evaluation. This document includes an outline of steps in the development of an adventure education rehabilitation program; a sample program schedule; suggested teaching methodology; and a reprint of an article emphasizing the need for adequate follow-up activities. (Author/SB)

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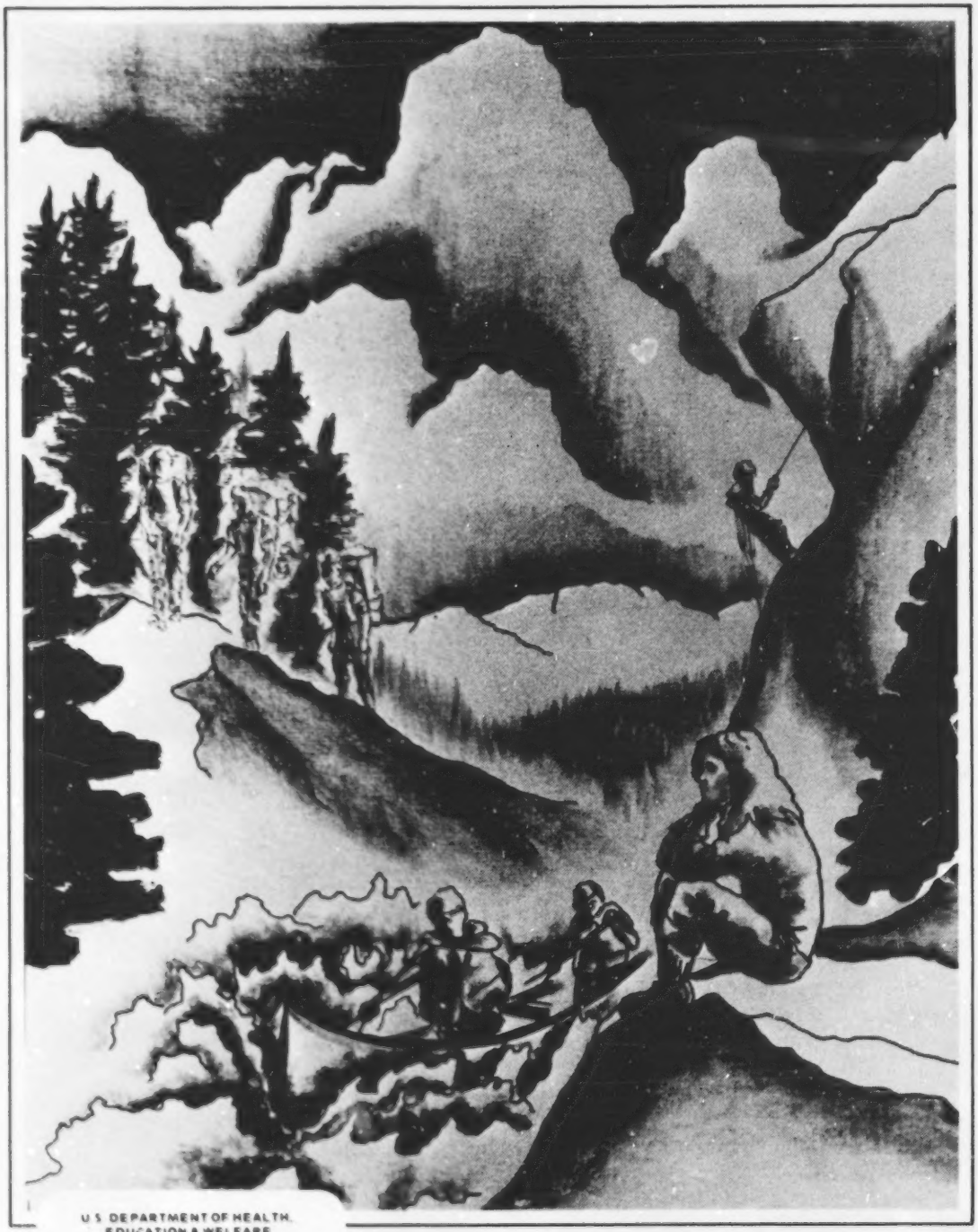

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UTILIZING ADVENTURE EDUCATION

TO REHABILITATE JUVENILE DELINQUENTS

by

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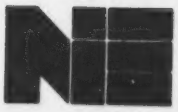

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ABSTRACT

Adventure based education is a process in which a willing learner is impelled at a calculated risk to himself and others within a primary peer group most often in a wilderness setting to master a conditional series of problems which enable the learner to lead a more autonomous life.

Courses are patterned after the standard course pioneered by the national network of Outward Bound Schools, and feature the mastery of an outdoor pursuit, such as mountaineering, river rafting, sailing, etc., as a mechanism for personal development. The courses are tailored to the needs and capabilities of the delinquents. Much emphasis is placed on thorough referral and follow through.

For delinquents, criminal or non-criminal, adventure education is used to either divert them from costly incarceration, or to supplement traditional treatment approaches.

As a diversionary mechanism, adventure based education represents a cost effective alternative to incarceration. As a supplementary program, adventure education enhances treatment goals. There is an ample number of exemplary programs throughout the country.

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Foreword

To preface this paper, a few definitions of words used in the title and some general comments are necessary.

Juvenile Delinquents

"It has been said that among the many problems confronting the student of juvenile delinquent probably none is so perplexing and elusive as the designation 'juvenile delinquency' itself."[1] It has meant everything from little-inhibited behavior, victimless behavior, i.e. incorrigibility, to violent felony behavior, i.e. murder. The jurisdictional authorities have for the most part tolerated this lack of definition. It is only recently that a criminal-noncriminal distinction has come into vogue.

Let me define it for use in this paper as "acts which would be criminal if committed by adults or any violation of appropriate juvenile code, not considered criminal if committed by an adult, i.e. status offenses."

Whether we are talking about criminal delinquents or status offenders, we are describing "kids in trouble." As an educator, that label has been the most useful to me. In the final analysis it is not the offense, but the motivational readiness of the youngster to benefit from adventure-based education (ABE) that is the principal variable affecting involvement and success. Status offenders, for instance, can be some of the most resistant clients to work with. Perhaps because their actions have not resulted in a significant loss of freedom, there is less motivation to change.

Rehabilitation

Rehabilitation is another one of those words in need of clarification. For some, it is synonymous with not recommitting any criminal act; for the "con," it might mean not getting caught the next time.

I must admit to having trouble using the word at all. Rehabilitation is a misnomer. It has the connotation that the delinquent once upon a time knew and practiced appropriate behavior, then for some reason "went wrong," and that rehabilitation programs will help him "see the light" again.

In my experience, however, we are talking about habilitation, the developmental process of socializing someone. Nevertheless, I will use the word rehabilitation for the sake of convenience.

What I mean by rehabilitation is increasing maturation physically, emotionally, mentally and socially, plus minimizing or eliminating the amount or severity of subsequent offenses for which a youngster is sentenced and recidivated. As the reader can see, my definition is inclusive. Practitioners obviously would like clients to eliminate all subsequent criminal activity, but that must remain an ideal. If we only measure habilitation by the ideal, we will be unrealistic and we will fail to pay attention to developmental steps that a client makes toward the ideal.

Next comes adventure-based education. By now the reader should know what to expect by way of definition. Indeed, there is a lack of common definition here too. Even the term itself, adventure-based education, is subject to hot debate. Terms such as Outward Bound, like experiential education, "experiential stress centered corrective learning" are tossed out in search of constituents. I use adventure education because the word adventure captures the "unusual, stirring," provocative nature of this brand of instruction which distinguishes it from other more passive forms of instruction.

What I mean by adventure-based education is a process in which a willing learner is impelled at risk to himself and others within a primary

group, most likely in a wilderness setting, to master a conditional series of problems which enable the learner to lead a more autonomous, responsible life. The time dimension can be from within an hour to six months or longer. Most programs are about a month long. My chapter on theoretical considerations will more fully elaborate on this process definition.

The reader should keep in mind that the practice of utilizing adventure-based education to habilitate juvenile delinquents is relatively new and unresearched. Data and observations must be viewed as preliminary or speculative.

Introduction

Michael has a problem; he is over 15 feet off the ground. Although he is tied to a rope which is secured above to his belayer, whose job it is to hold Michael should he fall, Michael is scared. The rock was wide and deep at the bottom, but now it is becoming too narrow and shallow for Michael to continue climbing. He has been ascending by jamming his feet into the rock. Only one foot is wedged in now. It supports all his weight and it hurts. The weighted leg twitches spasmodically. His other foot scoots aimlessly and frantically over the rock face in search of a toehold. His fingers grip the chalky sandstone and begin to sweat profusely, turning the chalk into a thin, slippery film of mud. Michael looks up at the top of the climb which is guarded by an intimidating bulge of rock. If he wants to make it to the top, he must make a choice. He can either try to monkey up over the buldge or circumvent it entirely by climbing out and up on the face.

Some choice. He imagines himself peeling off. Michael, who is 15, and who gets in trouble with the authorities and his peers at school, begins to cry. Fortunately, he has allies.

His peers, who have either climbed the rock or are about to, cheer him on. His insturctors, who have trekked with Michael in the wilds for a week, exhort him to succeed.

Michael inches up. Tears streak down his dusty face. By occasionally relying on a taut rope from above, Michael manages the bulge. Over the lip, unclipping the rope, he whoops triumphantly, and slaps his belayer on the shoulder in appreciation. He turns around to gaze out at the vista below him.

Blood trickles from a small gash in his knee and he wonders when he cut it. He did not feel it. His knuckles are chafed white by the rock, his palms are as pitted and coarse as sandpaper. He feels good, he feels complete, he feels heroic. He has done something worthy of admiration.

School officials hope that this and similar adventure-based educational accomplishments will enable Michael to cease his budding delinquent behavior.

This is just one of numerous adventure-based educational scenarios being played out in North America today. Numerous schools, state social service systems, juvenile courts, youth service bureaus, and the like, are utilizing adventure-based education in one form or another to socially habilitate their charges.[2]

The last five years have seen an incredible surge of adventure-based programming with delinquent types. There is a need to consolidate the workable knowledge in the field and open it to the public to ensure that the process of adventure-based education will be utilized properly with delinquent populations.

What follows is an attempt to record relevant developments and practices of habilitating delinquents through adventure-based education. The paper is designed for the would-be practitioner or curriculum developer. Hopefully, it will describe the state of the art.

Background

The first significant use of adventure-based education as a rehabilitative agent for juvenile delinquents occurred in 1964 when the Massachusetts Department of Youth Services contracted with the Colorado Outward Bound School to include five adjudicated youngsters from Massachusetts in a summer course. Before we examine the results of the first encounter, however, a general background sketch on the development of adventure education and the treatement of juvenile delinquency would be helpful to put the first encounter in perspective.

Adventure Education

Adventure education which essentially is learning by doing within a consequential context has been the predominant educational mode throughout the five million years of human life. It is only with the advent of civilization (some 6,000 years ago) with its specialized, sedentary lifestyle that we have largely dissociated learning from doing. Before civilization, the learner was largely considered a resourceful, responsible party in the learning process. He filled a productive niche in the community. He was expected to master that productive niche in order to sustain membership in the community. Incentive to learn and relevance in learning were commonplace. Today, the learner is for the most part treated as an empty vessel to be filled with unrelatable facts. Motivation and relevance are no longer commonplace.

In a story which has reached near mythic proportions among adventure-based education adherents, an exiled German educator, Kurt Hahn, and a British educator by the name of James Hogan, combined forces with Lawrence

Holt, the head of a large British shipping firm, to "build the character" of young British merchant seamen during the throes of World War II. A disproportionately large number of the younger seamen were not surviving the rigors of living in lifeboats after having to abandon torpedoed ships. It was reasoned that unlike the older "salts" who seemed to fare better, the younger ones lacked a sense of themselves and their capacity to survive. They were experience poor. Holt "... deeply regretted the passing of the square rigged ships in which earlier generations of seamen had received their basic training. He believed that, denied engines and complex instruments, the men had developed a sense of wind and weather, a reliance on their own resources--physical, nervous, and technical--and an almost spiritual sense of fellowship and interdependence."[3]

As a result of such convictions, the first Outward Bound School was formed during the war in Aberdovey, Wales. Outward Bound was to improve on "an existing paradigm exercised by numerous organizations (scouts, military, etc.) before the 1940s which utilized the outdoors as a character building environment."

A "moral equivalent of war," Outward Bound became a training school of hard knocks calculated to develop "an enterprising curiosity, an undefeatable spirit, tenacity in pursuit, readiness for sensible self-denial, and above all compassion."[4] The outdoor pursuits, such as sailing and mountaineering, became vehicles for personal development. Outward Bound continued after the war, indeed proliferated.[5] The first American Outward Bound School was established in Colorado in 1962. There are now six schools in America.

Through the early 70s Outward Bound was the principal practitioner of adventure education. Outward Bound and adventure education were synonymous. The three-week-long "standard course" offered by Outward Bound emerged as the principal program model of adventure-based programs within or outside the Outward Bound organization.

> The Standard Course is the basic course offered by Outward Bound and lasts 21 to 26 days. Equipment and activities vary from school to school, but the experiences and challenges are the same.
>
> Physical conditioning in the early days merges with introduction to the basic skills you need to complete the course. There's instruction in safety and first aid, equipment use, search and rescue techniques, food planning and cooking, map and compass skills, route finding, and environmental awareness.
>
> These skills and others are applied in progressively more challenging situations during the course; an extended journey that may involve canoeing, backpacking, sailing, mountain climbing, or some other activity; a period of contemplation and self-sufficiency known as a solo; and a final journey planned and executed with minimal instructor supervisor. Service projects, stressing group cooperation and the value of helping others, are an important part of the courses.[6]

Eventually the demand for Outward Bound courses exceeded the Outward Bound organization's ability or willingness to supply courses. Offshoot programs sprang up, filling specialized niches (working with delinquents is one).[7]

Corrections

The contemporary treatment of juvenile delinquents began in 1899 when Chicago originated the first juvenile court with the expressed commitment to rehabilitate rather than punish delinquents.

At that time, the prevalent placement for wayward youth was to adult prison. With the advent of juvenile courts this practice changed only somewhat. Instead of sending youths to adult prisons, "reform" schools or "training" schools were created. Unfortunately, reform schools were modeled after adult prisons. "Regimentation was foremost. To conform to rules and regulations was to be 'rehabilitated.' Days leading into weeks, then into months were spent walking in line, two abreast, with hands in trouser pockets, lining up for 'headcounts,' and sleeping in large impersonal dormitories."[8]

By the 60s the "warehousing" of delinquents in "mass congregate facilities" such as residential training centers was becoming known as dehumanizing, ineffective, and costly. Recidivism rates were high. The rate in Massachusetts approximated the national average of 50 to 60 percent.[9] The way was paved for the exploration of alternative "treatment" modalities.

The First Marriage

Dr. Frank Kelly, a psychologist working with the Department, pursued an Outward Bound option. Borrowing from the field of anthropology, he synthesized an interesting rationale for utilizing adventure education with delinquents. He theorized that juvenile delinquents suffer from an adolescent identity crisis exacerbated by the absence of a clearcut "rite of passage" into society, and the decline of authority of the father (most of Kelly's charges came from broken homes with absent fathers). The result was hyper-masculine,

acting-out against society. Outward Bound was supposed to resolve the crises. Outward Bound seemed to work for the first five who took part.

Encouraged by the initial results, 40 carefully screened youngsters were sent to Outward Bound, this time to other Outward Bound Schools as well. A six-month followup was conducted to ascertain recidivism. Only four recidivated when the normal rate would have been 15 to 16. The final step was sending 60 more youths, randomly selected, and comparing them with a similarly matched control group who received treatment at the training school. The results after one year was a 20 percent recidivism rate in the Outward Bound group and a 42 percent rate in the comparison group.[10] Kelly's research results encouraged the nationwide utilization of adventure education to rehabilitate delinquents.

Theoretical Consideration[11]

What is it about advanture-based education that helps a delinquent youngster alter his behavior in more socially appropriate ways? My thesis is that there are mechanisms or properties connected with adventure-based education that play directly into the learning needs of the delinquent and virtually seduce him into achievement almost in spite of himself.

Three principal characteristics of delinquents stand out:

First, delinquents typically display an extreme unwillingness to assume socially acceptable types of responsibility for themselves or others. They live in a world where their wants and needs have few boundaries. They resist holding themselves (or being held) accountable. Delinquents have few conventional values. Certainly their delinquency is exacerbated by such variables as "environmental deprivation, poor diet, learning disabilities," etc. But at the heart of the matter is a failure of will power and concurrent resentment for having to accept his fate and earn his keep. He takes his rage out on himself and on others. The delinquent finds it difficult to take another's perspective and follows his own impulses in preference to socially accepted rules.

Second, the delinquent is a limited social learner. He collects information without properly weighing it, consolidating it, or generalizing from it to apply to subsequent experience. He needs concrete models.

Third, his affective posture is debilitating. He lacks confidence in himself and others. As a result, his motivation to learn is low. Moreover, he resists learning from others, especially authority figures.

The picture I have painted is bleak and extreme. Obviously there are degrees. Nonetheless, the delinquent is an extremist. His lack of responsibility and limited learning skills carry him outside the law and into trouble.

Fortunately, in most delinquents there is a contrary desire to reconcile themselves to the demands of society and to achieve success within its appropriate conventions. Moreover, being essentially normal human beings, they will naturally develop greater cognitive and affective sophistication if placed in the proper learning environment. This tendency to develop, coupled with a desire to reconcile themselves, exists as potential energy. The delinquent experiences the dilemma of acting out his anger at society while simultaneously recognizing on some murky level that his only hope is in joining it. He is looking for a way to join without losing face. Adventure-based education allows the delinquent to integrate himself into society in an acceptable way.

The Change Process

There are five significant properties in adventure-based education which impel a delinquent to rearrange his destructive ways. They are: (1) gamelike atmosphere, (2) organization of participants into primary peer groups, (3) use of the outdoors, (4) nature of the problems posed, and (5) style of instruction.

Gamelike Atmosphere

It is one thing to be expected to change oneself forever; it is another to be expected to behave differently for a consummately intense but relatively short time. The former is a heavy commitment. The latter is a different and easier sort of commitment; it is almost a commitment to playacting.

Johan Huizinga in Homo Ludens defines a game as a voluntary activity where participants are rewarded for the best representation of something. Games are not ordinary reality; they are by their very nature superfluous. They do not serve any practical end. Moreover, games are limited in time and place, confined to "...forbidden spots, isolated, hedged around, hollowed, within which special rules obtain."[12] Because of rules, there is much order in games. This is not to imply that games are not taken seriously. On the contrary, they tend to be absorbing, engulfing, and sometimes enlightening.

Adventure-based education, as it is practiced by Outward Bound, is very much a game. The gamelike atmosphere induces a delinquent to try on a new responsible behavior for size. It is a less threatening environment. It is easier to participate in the activity because it is "unreal" and it is fun.

Adventure-based education is a voluntary activity either by invitation or by initiation. It is too hard for someone to be there who chooses not to be. It is not an ordinary reality. The order of the day is to take on the sacred, ennobled trappings of the explorer with his covenant of individual excellence and brotherhood. Plus it is played out in contrasting, fantastic environments for a fixed amount of time (23 days for example).

It is an easy environment for a delinquent to attempt playacting, responsibility and trust. In the process, he discovers that being responsible is not so impossible and that he can also meet his own needs this way. He learns a new game, a new repertoire of behavioral responses and inclinations. A new general pattern of behavior is acquired.

The dynamic of the game atmosphere is a subtle yet compelling enticement to a delinquent; it stimulates his curiosity and his need for competence.

It is easier to play the game of adventure-based education than the game of life. The former is an easier entry point. Such modeling develops its own habit strength.

Organization of Participants into Primary Peer Group

The use of a primary peer group is a master stroke with delinquents. The use of a peer group fills a developmental need in their lives. Like any adolescent, they relate primarily through peers.[13] By organizing them into a learning unit, their need to reciprocate with each other is respected. The alternative is the traditional classroom where each individual stands alone.

In addition, the peer group is also a primary group (from 5 to 15 people). As such, it is a model structured to develop individual strength within a cooperative framework. It is large enough for conflict, yet small enough to encourage conflict resolution. Given the expeditionary nature of an adventure education course and the small size of the group, there is great probability that individual strengths will be maximized while weaknesses will be minimized. Everyone counts in such a course because everyone is needed to share the burdens of getting through the experience in one piece. There is a common objective and a collective consciousness. In short, there exists the possibility of genuine community as characterized by the theologian, Martin Buber:

> True community does not come into being because people have feelings for each other (though that is required, too), but rather on two accounts: All of them have to stand in a living reciprocal relationship to a single living center,

and they have to stand in a living reciprocal relationship to one another.[14]

There exists a common bond. Vital inter and intra-personal relationships are created around that bond. It has been argued that many teenage gangs already operate on a reciprocal basis. This may be true. But the context is different, and the ends in an adventure-based setting are sanctioned by society. What they learn can be that their reciprocal needs with peers can be met within the rules of society. Their communal needs are magnified and channeled into more productive ends. The energy of the delinquents is absorbed by the group and used to promote change.

Use of the Outdoors

Obviously the properties combined in adventure-based education complement one another and the use of the outdoors is no exception.

The outdoors is evocative, unfamiliar, and captivating. The delinquent's survival instincts click into gear, his senses become alert. This increased sensual receptivity increases the delinquent's chances of attending and processing the experience and learning from it. The use of the outdoors energizes his learning.

The outdoors also presents itself in a physical, straightforward way. There are mountains to climb, rivers to run, and bogs to wade through. As an adolescent delinquent whose principal mode of expression is action, and whose thinking processes are primarily concrete, the outdoor activities match his developmental capability. The delinquent stands a much better chance of excelling in an adventure education program.

Finally, the symbolic potential of the outdoors is more readily accessible. Things and actions stand in bold relief. If we subscribe to the theory that "learning is thinking about the meaning of experience," (i.e. picturing it or symbolizing it) then the outdoors is an easier environment for a delinquent to conceptualize and to generalize about. Such an environment would seem to facilitate the development of formal thought in a concrete-oriented thinker.

To illustrate the potency of using the outdoors to develop meaning, take the existential notion that "everything and everybody is valuable." How could this imprint itself on an adventure-based setting. Take the climbing rope:

> For the student, the rope is not simply a member of a class of objects, just one more thing in the world; it is irreplaceably and unspeakably valuable. Perhaps he doesn't even suspect its presence in the rope bag. Perhaps it is taken so much for granted that it is noticed only on certain occasions when it seems to demand attention. Such attention will not be a detached contemplating, but a caring for the rope. It requires cleaning, it must be coiled, and the nick in the sheath must be patched cleanly. In such care the rope reveals itself to our experience. At the same time this care binds the student and the rope into a larger order which includes the cliffs and mountains, patrol and course, and instructor and friends. The student, caught up in that order, knows his place and what is to be done. We might even say

that for an instant he understands the meaning of 'life.' But what is that? What would he say? There is only a way of being, a way of responding to the call of the rope. It's more like a mood than anything else."[15]

Characteristic Nature of the Problem Posed

Adventure-based education confronts students with problems which induce stress. The problems are structured, however, to assure that the student will successfully overcome the stress and master the task.

Most people emphasize the fear, stress, and anxiety associated with adventure-based education. What often escapes mention, however, is just how much support is built into the problems ensuring that the student will accommodate to the challenge successfully.

First, the problems are selected to arouse curiosity, to strengthen competence, and to elicit cooperation. The tasks are also based on the learning needs and capabilities of the learner. This structure is a necessary relief to a delinquent who normally lives with little structure and has a difficult time managing himself. In adventure-based education, the game plan is clearly laid out for him.

Second, the problems are introduced incrementally for the sake of continuity and consolidation. Basic skills needed to master the outdoor environment are taught first. Confidence is cultivated through the gradual and successful mastery of an increasing repertoire of skills. Such progressive achievement is necessary for the delinquent to prevent him from succumbing to stress.

Third, the problems are concrete and manageable. Basically we all like to tackle problems that we can envision ourselves solving and are within our grasp. This is especially critical to the underachieving, concrete thinking delinquent.

Fourth, the problems are solved within a reciprocal framework. As mentioned earlier, there is the pressure and support of the peer group. In some respects, each individual is carried beyond his capability because he can draw on the compensating strengths of his peers.

Fifth, the problems pose an immediate and impartial threat to life, limb and fragile psyches. The delinquent knows that his failure to solve an adventure-based problem will have a real consequence. Man is at heart a survivor, and when his life is on the line he will marshal his resources to the best of his ability in an effort to survive.

And sixth, the problems posed are holistic and require a holistic resolution. The delinquent must use his head, heart, and hands in a complementary way. He is thinking about the problem, emoting, and physically acting out his resolution to the problem in the here and now. He is engaged. He is bringing all his resources to bear simultaneously.

All of these characteristics of adventure-based problems encourage mastery.[16] By contrast, traditional education and therapy tend to be segmented into separate cognitive, affective, and physical domains. They also tend to be weighted toward the accumulation of difficult to relate facts and the use of verbal skills. Moreover, the consequences tend to be capricious and delayed.

Adventure-based education impels a delinquent to embrace a new behavioral style. When he is asked to discuss change (which also happens in an adventure-based setting), at least he has experienced what you are asking him to change.

Style of Instruction

The style of instruction in an adventure-based setting is very high quality and quantity. The result is mutual respect, understanding and volition on the part of both students and instructors.

The instructor accompanies the students throughout most of the course. He does everything along with the students. He trains them in the fundamentals to survive the experience. He encourages or facilitates the demonstration of newly acquired skills and exhorts the students to capitalize on their strengths. He is with them 24 hours a day, seven days a week. That means each student receives more than 150 hours of attention from his instructor. Given the instructor's availability, there is greater opportunity to take of teachable moments. In short, the instructor is perceived as an extra parental adult (and thus second only to peers in importance to adolescents) whose authority is unquestionably based on commitment, care, and competence. It is not that other adults working with delinquents in other settings are not committed, do not care, or do not have things to offer. It is just that the traditional working environment severely limits their ability to effectively function as a parental adult.

Summary

Perhaps I have painted too idealistic a picture. The process of change in an adventure-based setting cannot be guaranteed. It is problemmatic and

labor intensive, and the client is often recalcitrant. Adventure-based programs for delinquents take an inherently risky and limited client into an inherently risky experience. Still, if the participant has any desire to change, the main features of adventure-based education will facilitate that change. The gamelike atmosphere, the use of primary peer group, the use of the outdoors, the nature of the problems posed, and the style of instruction all ensure that the delinquent will rise to the occasion, master the challenges, and experience success. He will thus obtain an experience of mastery that subsequent experience may allow him to validate again. Indeed, this may be the first time in his life that the delinquent has had an experience of mastery to fall back on when he faces new problems.

Program Combinations

(Ememplary Programs)

In this chapter I will attempt to outline some of the major program combinations, and given the available data, distinguish their relative effectiveness.

As a Diversion to Long Term Institutionalization for State Wards

Every state has a system for handling delinquents whose offense or whose behavior can no longer be dealt with in the community. The respective juvenile court judge then mandates the youth to the state as a ward. The usual form of treatment is incarceration for from six to nine months in a training school. Most of the youths are committed for criminal offenses.

The training school is basically a depository. Unfortunately it is very expensive because of the multiple staff arrangements, facility upkeep, and the long length of stay. The use of adventure education as an alternative to the training school for state wards or would-be wards is a cost effective option for state ward systems. Basically, instead of a six-month incarceration a youngster participates in a month-long adventure-based course and then returns shortly thereafter to the community.

Program

The approach is divided into four phases. The phases are referral, orientation, expedition, and followup. The referral phase is concerned with attracting, screening, and selecting students. The orientation phase is concerned with physically, emotionally, and mentally preparing youngsters for an intensive, extensive expedition. The expedition phase is the principal

treatment phase. Followup is concerned with the reinforcement of the preceding experience (usually back in the community).

Referral Phase

Usually youngsters are screened in centralized receiving, detention, and diagnostic centers. Youths are flagged as possible referrals for the adventure education program. The type of offense is not too important in terms of selection. However, some states mandate long term incarceration for some felony offenses thus eliminating certain youngsters in the first screening. Programs previously screened out youngsters with either long histories of running away or arson. However, this is changing.

The principal variables in the initial screening are motiviation and placeability back in the community. Although motivation is the principal variable determining completion, home environment cannot be underestimated as an important variable in determining followup success. Placements include going back to the family, living with a relative, independent living, foster care, halfway homes, and group homes. The placements vary according to individual circumstances. Being accountable for suitable community placement prior to course selection ensures minimum followup. There is an adage that followup should start with the first contact. The principle is one of maximizing the effects of the expedition for the youngster. As a delinquent's problems surface in the community, so must they ultimately be resolved there. In arranging community placement, the local authorities (judges, probation officers, aftercare workers) are contacted to determine their support. If the authorities are not committed to a youngster's return, his chances of

running afoul of the law increase significantly. Likewise parents are informed. Offense and family history are also researched.

The prospective student is interviewed by either a designated referral worker or the expedition instructors to determine his interest and capacity to benefit from the experience. Honesty regarding his behavior and sense of responsibility for his predicament are ascertained and valued. Also, some intrinsic attraction to the prospective experience is sought. Shrewd referral personnel in fact play down the fact that attendance returns a student back home. The emphasis is on the psychological benefits. Selection is made after sifting through all objective and subjective data.

Wherever possible it is best for adventure education enterprise personnel to conduct all phases of the referral process. Institutional personnel often have conflicting priorities, that is, placing youngsters in the first available opportunity, or misrepresenting the adventure experience because of negative personal bias or lack of current firsthand experience.

Once a program is mature, running monthly cycles, referral work becomes a full time, continuous job.

Orientation Phase

Orientation is usually conducted at a staging base. The phase usually does not exceed two weeks. Activities are designed to enculturate students in program expectations, to increase physical fitness, to build teamwork, to contract for behavioral changes, and to teach outdoor living fundamentals. Because it is residential, it serves as a psychological bridge to the expedition phase which is conducted in a mobile fashion, no longer in close proximity to the familiar trappings of civilization (i.e. buildings, showers, roads,

etc.). Whether a residentially-based orientation phase is necessary is a constant source of debate among practitioners. One side claims that it is useful in continuing to screen out improper referrals and that it is useful in bolstering motivation by minimizing anxieties. The other side argues that going mobile immediately forces the student to dig deep inside himself and bring out his best. In my experience, what a program does depends on variables such as the reliability of the referrals, the caliber of staff, the evocative nature of the environment, and the emotional stability of the client.

Expedition Phase

This phase lasts about a month. Conducted in a mobile fashion in a wilderness environment, it represents a concentrated dose of outdoor pursuits, designed to be cathartic. While it is preferable to operate in one isolated site, some states do not have such extensive wilderness terrain, so participants must hedgehop from one site to another. (See Appendix A for the course schedule of a diversion program.)

Followup

Because most adventure education programs that serve as an alternative to institutionalization take youngsters from a state at large, followup primarily consists of arranging beforehand for suitable placement. This attempts to tie the family, the local social worker, and the youngster together in a supportive arrangement. The lack of control under these circumstances is an obvious drawback, but the alternative is for the adventure program itself to duplicate community aftercare services which, of course, would be prohibitive and would not guarantee any better performance.

Effectiveness

The criterion of success for adventure education programs serving as diversions to institutionalization has been the determination of cost effectiveness, as compared with institutional placement.

The approach typically entails comparing rates of recidivism (adventure groups to various control groups) with costs (both real and projected cost savings). Adventure education at the lowest common denominator does at least as well as institutional placements for appreciably less expense, resulting in significant cost savings. Let me quote from an extensive program evaluation on Michigan Expeditions (ME), an adventure education program with the Michigan Department of Social Service, which did at least as well.

> Measures of post program recidivism between experimental groups did not vary significantly. Fifty-five point five percent of the ME sample diverted from institutionalization remained successfully diverted one year following program completion, representing cost savings of $230,580.33.[17]

I have yet to see an evaluation where the recidivism rate was higher and cost savings negligible. Indeed, a majority of adventure-based diversion programs reveal statistically significant lower rates of recidivism, and a tendency for a significant decrease in the severity of subsequent offenses for those who do recidivate from the adventure group as compared with institutional groups. They, in effect, confirm Kelly's original findings.[18] Likewise, data reveal that adventure participants, regardless of whether they recidivate or not, feel positive about the experience. What difference that makes is immeasurable, but suggests the humane orientation of adventure-based programs.

Notable Programs (based on caliber of staff, number of clients served, quality of outdoor programming)

Some notable programs are:

1. Homeward Bound with the Massachusetts Department of Youth Services

2. Project STEP, Florida Division of Youth Services, P O Box 490, Yulee, Florida

3. Project DARE, Ministry of Correctional Services, Ontario Government, Box 2000, South River, Ontario, Canada POA 1XO

4. Underway Program, Southern Illinois University, Carbondale, Illinois 62901

5. Wilderness Challenge, Texas Youth Council, P O Box 411, Crockett, Texas

6. Santa Fe Mountain Center, 615 Washington Avenue, Santa Fe, New Mexico

As a Supplement to Existing Youth Serving Agencies

Another approach which is becoming more popular is utilizing adventure education to buttress or supplement existing treatment modalities. Students are not diverted from institutionalization or community-based youth serving agencies such as probation departments, etc. Instead, adventure educational programs complement traditional approaches.

Traditional approaches cannot be dismissed out of hand as being ineffectual or unnecessary. In some cases troubled youths need detention (for their own safety and that of others), schooling or outdoor living under a highly secure and structured setting. These include training schools or forestry

camps, surrogate parenting and residential living in a group home, or minimal attention by local authorities and counselors. Adventure education can strengthen these fundamental programs.

Program Phases

Referral Phase

In supplemental adventure programs, the referral process is mutually shared by agency staff (who have worked with and will most likely continue to work with a prospective student), adventure program personnel, and the youngster himself. There is less external reward for participating as there is in the diversion approach where the youngster can return home. The factors attracting a youngster to the experience are the intrinsic appeal of adventure, the relationships established between the youngster and the advocating facilitators, and the determination of the youngster to work on his or her behavior.

Often the referral process consists of a "hands on" introduction at the program site to further motivate the youngster. Minimal followup is assured from the outset because in effect the adventure experience is only a "leave of absence" for the youngster from the youth service agency. Indeed, often the counselor himself will attend the course to enrich his relationship with the client. Often a group counselor will "refer" himself and his whole group.

Some adventure programs whose services are purchased by an agency go so far as to insist on written commitments to follow through by the personnel of the referring agency.

Orientation Phase

The supplemental program approach is similar to the orientation approach mentioned for diversion programs in terms of activities and purpose.

Often the orientation is serialized, less of an abrupt departure, with interim time utilized to orient parents, etc.

Expedition Phase

The expedition phase lasts from two weeks to a month and is similar in design to the expedition phase of the diversion approach. It too can be serialized to minimize absence from school, etc.

Followup

The strongest suit of the supplemental approach is the extent to which followup needs can be serviced. One factor mentioned previously is the fact that students come from and return to the same agencies and counselors. There is greater continuity and accountability than in diversionary programs where new placement arrangements must be made quickly, and often impersonally.

In addition to arranging for continuous and accountable counseling, many supplemental programs offer reinforcing adventure experiences as well as a variety of community-based reinforcers for agencies, youth, parents, and significant others.[19]

Effectiveness

The most obvious fact about evaluating supplementary adventure programs is that evaluation is more difficult. Diversionary programs are pitted against traditional long-term institutions. It is one discrete, complete or nearly complete treatment program versus another. In supplemental adventure programs the idea is to complement, not compete against, traditional services.

It is more difficult to isolate the adventure effect from all the other supposedly symbiotic services offered. In fact, it misses the point somewhat to do so. What should be measured is the complementation of certain services versus a comparable single service delivery system. Most programs do not find the resources for such evaluation. What tends to be done with supplementary adventure education in measuring the effects is to determine pre and post-cycle changes in attitudes, compared with self, others, values, etc., or to record the observation of significant others (teachers, probation officers, parents, etc.) regarding constructive changes in participating youngsters. In addition, their behavior in the community is tracked from six months to a year to determine lawfulness, productivity, etc. There is not a plethora of accessible, documented evaluation. What is available supports the claim that adventure education increases perceptions of self-efficacy of participants as well as facilitating the resolution of their problems.[20]

Another result is that supplementary adventure programs for the most part service a wider assortment of delinquents than diversion programs, which to date have been limited to state wards bound for long term institutionalization/incarceration, who are placeable back in the community. There are programs for middle school "pre-delinquents," for high schoolers who have become discipline problems, for adjudicated youths who need residential care but still can "make it" in the community, for drug and substance abusers, for the mentally ill, and for adult offenders prior to parole.

Notable Programs

Within institutional settings:

1. Higher Horizons, New York Division for Youth, Johnstown, New York

2. Thistledew Camp Residential Treatment Program, Minnesota Department of Corrections, Toto, Minnesota

3. St. Croix Camp, Route 1, Box 62, Morkville, Minnesota 55048

Available for service to participating agencies:

1. Connecticut Wilderness School, P O Box 2243, Goshen, Connecticut

2. Colorado Outward Bound School, 945 Pennsylvania, Denver 80203

3. Hurricane Island Outward Bound School, Rockland, Maine

4. Appalachian School of Experience, 21 South Hoover Street, Carlisle, Pennsylvania 17013

5. Underway Program, Touch of Nature, Southern Illinois University, Carbondale, Illinois 62901

6. Wilderness Challenge School, P O Box 809, Norfolk, Virginia 23501

7. Santa Fe Mountain Center

Within a residential group home setting:

1. Vision Quest, 2643 North Calle De Romy, Tucson, Arizona 85712

2. Adventure Home, Colorado Outward Bound School, 945 Pennsylvania, Denver 80203

Within a family therapy setting:

1. Peak Experience, YMCA, 2232 South Grand, St. Louis, Missouri 63104

For younger adult offenders:

1. Osage Expeditions, Missouri Department of Corrections, 1906 Fair Lane, Columbia, Missouri 65201

2. Santa Fe Mountain Center

3. Colorado Outward Bound School, 945 Pennsylvania, Denver 80203

Organizational Dynamics

In organizing for the delivery of adventure-based services, there are essentially two approaches. One is as an organizational entity within an existing, host, public system, such as a state department of social service. The other is as a private, not-for-profit business, services being purchased on a contractual basis by recipient social service agencies. There are pros and cons to both approaches.

The advantage of the in-house approach is primarily the ample support and security available by being a member of a larger public service host whose existence is virtually guaranteed and who is well provided for. The adventure program can draw on established, ongoing services inexpensively, such as bookkeeping, evaluation, and equipment maintenance. Staff tend to enjoy higher salaries and ample benefits. Administrators raise the money and run political interference. As a family member, when the inevitable budget cutting cycle surfaces, it is unusual to be totally eliminated.

There are concurrent disadvantages. Political support within public service organizations tends to be flighty. Public service umbrella organizations are subject to partisan politics. Administrators come and go with the political tides. Newcomers wishing to dissociate themselves from the past administration, and wanting to flex their muscles, often blindly eliminate past program initiatives regardless of their professional merits. Moreover, public service procedures are often cumbersome, administrators meddlesome. The merger with the enterprising adventure program is often stormy.

Private contracting, in comparison, affords the benefits of more autonomy. One is not locked into a narrow program track. Experimentation

and diversity are much easier to facilitate. Staff can be hired and terminated as necessary. Program integrity is easier to maintain.

The disadvantage of private contracting is that the contractor, subject to the market, will most likely be the first to receive a budget cut. If enterprise falls short budgetarily, there will be no final authority to appeal to for a "supplemental" appropriation. It is the cost of freedom.

Regardless of which road is chosen, the development of a valid and reliable adventure education program is a time consuming, painstaking, risky enterprise.

Included is an outline of developmental steps (phases, strategies, tasks, and assumptions).

A. Phase One - Ignition/Feasibility

One - two years

1. Strategies

a. Utilize consulting assistance

b. Assess and develop institutional support base with all the following:

(1) Governance element (legitimizers such as judges, legislators, school board members, etc.)

(2) Upper-level administrators

(3) Middle-level management

(4) Line staff

(5) Wards

(6) Community

c. Assess and develop funding base

d. Assess staffing potential

(1) Indigenous (within organization)

(2) External

e. Assess staff development needs

f. Design adaptive program phasing, content, and cycles based on needs assessment

g. Assess environmental potential for program emphasis

(1) Facility

(2) Mountains

(3) Woods

(4) Rivers

(5) Cities

(6) Etc.

h. Plan long range

2. Tasks

a. Submit initial and interim feasibility report

b. Submit formal program proposal

(1) Rationale

(2) Methods and procedures

(3) Preliminary budget

c. Make time/action plans

d. Provide experience seminars for institutional support

e. Conduct orientation meetings throughout organization

f. Do reconnaissance

g. Make site selection

h. Conduct orientations and select staff

i. Provide skills training

(1) Outward Bound educators, semester-long leadership program

(2) On-site skills workshops

(3) On-the-job training with training consultants

j. Select and order equipment

k. Run pilot course(s)

l. Design an evaluation system

m. Realign goals, objectives, tasks after pilot course completion

B. Phase Two - Demonstration Phase: Show viability of program phases, content and cycles

One - two years

1. Strategies

a. Develop a model program (viable)

b. Establish management system

(1) Fund raising

(2) Promotion

(3) Course planning and evaluation

(4) Staffing (recruitment, retention)

(5) Safety system

(6) Budgeting (fiscal control)

(7) Logistics

c. Utilize consulting assistance

d. Maintain active institutional support

e. Continue to provide staff development activities

2. Tasks

a. Run continuous program cycles with newly selected staff

b. Provide for skills workshops or consulting interventions in:

(1) Outdoor leadership - methods and philosophy

(2) Outdoor skills

(3) Management skills

(a) Course designing, staff support and evaluation

(b) Staff selection and performance evaluation

(4) Organizational development

c. Have outside peer review

d. Continue experience seminars to cultivate institutional support

e. Conduct program and organization evaluation

f. Conduct goal setting workshops

C. Phase Three - Consolidation - Consolidate adaption into continuum of treatment services of receiving institution

One - two years

1. Strategies

a. Utilize consulting assistance

b. Intermingle program into policies and procedures (administrative and financial) of institution

c. Provide for staff turnover and renewal

d. Solidify long range plans

2. Tasks

a. Run "bread and butter" program model

D. Phase Four - Regeneration Phase - Diversity program

1. Strategies

a. Look for new targets of opportunity within mission of organization

b. Reassess current operational parameters to see what still is of use

2. Tasks

a. Conduct sequence of actions similar to those in the ignition/feasibility for new ventures.

Some assumptions underlying notes on adventure-based programs:

1. Feasibility can really only be treated experientially.

2. There are identifiable phases of program adaption.

3. The adaption can be systemmatically approached.

4. ABE is a process which can be adapted to a wide variety of environments and populations with patterned referral, course and followup components.

5. The adapting institution represents an organism with values and norms which must be meshed (matched, integrated, symbiotically arranged) with the values and norms of ABE for the adaption to take hold.

6. The adaptive process, in order to consolidate itself, takes from three to five years.

7. ABE represents worthwhile risk taking that demands the highest caliber of staff and training.

8. Because of ABE's potency, there is a need to develop and maintain an active and all encompassing commitment throughout the organizational hierarchy to support the adaption.

9. Consultation can maximize the opportunities for constructive adaption throughout the phases.

Recommendations/Implications

In this concluding chapter, I would like to explore some issues which face adventure-based practitioners and suggest some recommendations.

Followup - How Much, What Kind, and How Long

In 1971 Kelly and Baer followed up on their 1966 study which the reader will recall showed that a year after treatment there was a statistically significant lower rate of recidivism for youths who had attended Outward Bound in comparison to a control sample of matched youths who had attended training school (20% to 40%). Five years later, the results still favored the Outward Bound sample, but the difference was no longer statistically significant (38% versus 53%). Kelly concluded that a comprehensive followup program, i.e. "a program of supportive services" should be considered as a way of maintaining consolidating results over time.[21]

Practitioners took the suggestion. Indeed, they may have gone overboard. Followup has become a sacred cow. It is anathema to question usefulness. On examination there is no evidence in support of its efficacy other than subjective impressions. Some of the more zealous adherents even go so far as to deny the efficacy of utilizing adventure education at all for troubled youth unless it is coupled with a panoply of supportive aftercare services.

Remember that while the difference (38% to 53%) was no longer statistically significant, the results were still markedly positive. I find it at best presumptuous to assume that more "supportive" counseling or adventure experiences would have helped lower the rate. Evidence is surfacing of late which documents that less not more counseling is preferable.[22] Diminished

returns, perhaps even regressive returns, apply to the use of anything eventually, yes, even counseling.

I have designed and managed numerous adventure-based programs for delinquents which have had either no followup, some followup, or as much as a year's worth of residential therapeutic followup. I have decided that the need for followup is relative to the student's needs. Some students need more reinforcement than others while too much reinforcement can be counter-productive, breeding dependency.

I would like to see more individually tailored followup plans instead of assuming that followup is necessarily good, and that as much followup as necessary should be provided for. I would like to see practitioners assume that followup can be useful but not necessarily so, and that they intend to determine and advocate the minimal amount necessary. Remember, most delinquents grow out of delinquency. Overresponding to a youth's troubles can be just as harmful as underresponding. It can breed a feeling of needing help.

In addition, I would like to see efforts made to correlate the impact of different types and degrees of followup on adventure education students. What we know today is hearsay.[23]

Course Management

As adventure education with delinquents becomes legitimate, I see signs of a bandwagon effect taking place, new adherents trying to get "on the bus" as quickly as possible, not knowing how to drive the bus, how to fix it should it break down, or what its limits are.

There are no certifiers. It takes years to safely educate delinquent youngsters through outdoor pursuits in a specific outdoor environment. At

the least groups should be led by staff who are technically proficient in the outdoor crafts utilized in the specific course environment (mountaineers in the mountains, woodsmen in the woods, desert rats in the desert). The staff must have the judgment not to put themselves and their students in stressful situations beyond any participant's ability to predictably manage, and must know and have previously worked constructively with delinquents. The staff member who fits this criteria is rare. However, at the very least, combinations of staff who collectively fit the bill are imperative.

It is a rule of thumb that new worthwhile enterprises cost more and take longer to prepare than originally anticipated. Political and financial pressures and vanity and native enthusiasm influence new programmers. Also, experienced programmers with new projects to expedite leap prematurely into the field with youths. Such tendencies must be guarded against. In adventure education the price for negligence can be devastating, i.e. the loss of human life. Conservatism in an adventure setting is a virtue.[24]

Evaluation

The perennial questions for programmers are what to evaluate, how much evaluation is necessary, and how should it be conducted?

What to Evaluate

Determination of what to evaluate begins by:

1. Specifying target behaviors (of youth served) and needs which will be the focus of the program

2. Specifying the processes (events, conditions, and participants and their systemmatic interaction) that will impinge on a youth to achieve acquisition of new skills and attitudes

3. Specifying the theoretical or logical reason why these processes should work

4. Specifying the desired outcome of youth as well as the expected duration of the effect of this intervention

5. Specifying the expected level of success.[25]

Such investigation is hard work, but if done conscientiously, it meets administrative requirements, achieves a better operational project, detects problems early, and provides useful information to other program colleagues.

How Much Evaluation is Necessary?

> Do not allow your evaluation to stand or fall on any one methodology or issue. See evaluation as a mosaic of component parts. The components should include a process description or a systemmatic observer-evaluator inventory. It should include a cost-effectiveness study, some psychometric testing on both affective and physical measures; it should include demographic data on the students and data which looks at recidivism and other followup issues. These parts should add up to a Gestalt that will represent your program in a way that communicates to funding sources and politicos what you are about.[26]

In addition staff should document course related accidents, near misses, and health related problems. In this fashion over the years, program staff will begin to discern any patterns. Finally, arrangements should be made for an annual peer review by an outside experienced practitioner. Sometimes it is hard to see "the forest for the trees" when immersed in a program.

How Should it be Conducted?

Evaluation can be difficult to implement in an adventure-based setting. Staff and students are often under stress and the physical conditions can be impossible. "Measurement textbooks typically talk of ensuring good lighting, quiet, warmth, etc.,"[27] often conditions impossible to attain. Whatever timing you choose, keep it uniform for all students, and whenever possible allow post-testing "for an incubation period of about a week...once the dirt is off and dietary deprivation is satiated."[28]

Results with Women in Comparison to Men

I have not delineated results in terms of male/female differences. Certainly the majority of evaluations describe results solely for males. This is understandable as the majority of delinquents are male and accordingly represent the most pressing programming need. Still juvenile females are being included in greater numbers in adventure-based courses.

The results for females when isolated reveal a marked compatibility with adventure programming. Witness this account: "When male/female completion rates were compared, females finished ME, a diversion program, as often as the male sample (85% vs 86%). Males recidivate significantly more often than females (following program release)."[29]

Futures

Certainly, the first order of business is survival. Notwithstanding the fact that the utilization of adventure-based programs for delinquents is becoming more widespread and legitimate, program survival is still problemmatic. Most programs are funded through "soft" money, i.e. grants for start-up. Regardless of how well the adventure programs do toward rehabilitating clients,

the process of going from seed money to the allocation of in-house, general funding is tricky. Public social service bureaucracies seem to have a difficult, if not an impossible, time sloughing off traditional programs which prove ineffectual. So adventure programs come to represent add-on expenses. Traditional habits, attitudes and programs are well entrenched, and represent the dominant vested interest. Competition for available money is stiff, and will remain so in the future. I speak from experience. I know of one program which conclusively proved that it represented a cost effective alternative to incarceration, and regardless was dropped after a four-year run. A new administrative regime came on the scene with a mandate to "lock them up" and the bureaucracy in question had not sloughed anything off, had indeed added to the traditional programs simultaneously, so any project cost saving resulting from the adventure program was unrealized.

Second, practitioners must continue to associate amongst themselves and discuss the state of the art. The handiest vehicle is the Association for Experiential Education which has a special division for alternative programmers in corrections.

Adventure-based programs are no panacea but "the results (in the eyes of the ever circumspect evaluator) in studies on the effects of Outward Bound (used generically) on recidivism seem consistent. That is, Outward Bound has been shown to reduce the rate of recidivism among youthful offenders. Even after making allowances for methodological flaws, Outward Bound seems worthy of the label strong stimulus toward recidivism reduction."[30] I have seen a trend among practitioners to over-qualify the results. Professionally such circumspection is laudable, politically it can be misconstrued as claiming a

lack of efficacy and inadvertently damage the movement. The political process is not very logical and operates on the assertion of beliefs. Practitioners must evidence belief, commitment and control. Too much control will be self-defeating in the long run.

I am not advocating that adherents cease experimenting with adventure-based programs to determine parameters. On the contrary, I encourage it. As Dr. Richard Owen Kimball has suggested, there must be more correlative evaluation on such variables as length of course, mix of activities, degree of stress, and experience level of the instructor (the breadth and maturity of the organizational vehicle).[31] However, we must not dwell on the limitations.

We must rest assured that essentially adventure-based education represents a unique "escape to reality" for delinquents, and that it is a cost effective alternative to long term treatment and incarceration. We need not join the legions of skeptics who are given over a priori to pessimism when it comes to finding solutions to criminality. Adventure education represents a partial, tenable solution.

Appendix I

Day	Summarization
1	Arrival - Issue Gear - Hike - Set Up Camp - Course Director Introduction - Sleep-out
2	Ropes Course - Map and Compass - First Aid - Initiatives - Canoe Skills - Litter Construction
3	Initiatives and Ropes Course - Orienteering - First Aid - Canoe Skills - Drop at Nurnberg Road and Canoe Start
4	A. Canoe River
	B. Beach Trek
5	A. Beach Trek
	Return to Light House - Sauna - Belaying - Wall - Drop for B. Canoeing
6	A. Return to Light House - Sauna - Belaying - Wall
	B. Canoe River
7	Prepare to Leave - Drive to Upper Peninsula - Camp at Pictured Rocks - Trek
8	Pictured Rocks - Trek
9	Pictured Rocks - Drive toward Porcupine State Park
10	Drive to Porcupine - Rappel - Hike to Trap Falls - Plan Finals
11	Final Expeditions through Porcupine State Park
12	Final Expeditions through Porcupine State Park
13	Drive to Baraboo, WI - Walk through Park - Boulder
14	Rock Climbing - Rappel
15	Rock Climbing - Rappel - Litter Lower - Ferry Trip - Group Debrief
16	Solo and/or Service Project
17	Marathon - Sauna - Wall - Steak Fry - Awards
18	Conferences - Departure (Clean Bunkhouses)

Appendix II

Excerpted from "The Role of Followup in Therapeutic Adventure Programming," a paper written by Beth A. McCabe and Kenneth Buck Harris from the Wilderness School, Goshen, Connecticut.

1. Parent nights are an opportunity for students to share their wilderness experiences with parents, friends, teachers and other community people. Aided by instructors or wilderness staff members, graduates narrate a slide show highlighting the course with its successes and failures. Support is enlisted from parents, teachers and friends to encourage the student's further success.

2. Regional reunions are helpful to gather graduates from the same town or region. These meetings can involve a pizza or potluck dinner, a recreational activity or a community service project.

3. Contract evaluation sessions help to monitor progress on contract goals. These conferences can serve as a time to celebrate goals attained and to renegotiate plans which are failing or no longer meaningful.

4. Wilderness groups held on a weekly basis in the community help to establish a peer support system centered around activities. A few ideas for activities are snowshoe making, kayak building, production of a multi-media show about wilderness experience, publishing a newsletter, planning and conducting community service projects, restoring a sailboat and viewing films.

5. Family counseling planned in conjunction with a followup specialist and the agency worker can be especially effective.

6. Peer counseling training for graduates generates a sense of responsibility for themselves and others. This also may develop a support system for future students from the same community.

7. Urban experiences help students from that environment to translate their wilderness experience back to their home life in a practical way by exploring city resources. Rural students can also benefit from this experience by realizing their ability to master a new environment which can instill self-confidence.

8. Recruitment and orientation of prospective students can be assisted by graduates. This may include a slide presentation or a day-long hike.

9. Special events in the student's community (school plays, athletic events, graduations) are an opportunity for wilderness staff to be involved with the student and his family. It is important and meaningful to share their success and encourage positive behavior.

10. Regional family potluck dinners and picnics provide an opportunity to involve the entire family in an activity. This may also provide a support system for parents.

Additional activities can be offered by the wilderness program to provide graduates with further opportunity for relearning the lessons of the wilderness experience. The following events have elicited great student interest and support:

1. An annual reunion is a gathering of all graduates, parents, friends, and referring agency personnel. Activities may include slide presentations, display boards, or a cookout. This provides the chance to meet old friends who have shared a similar experience and builds a sense of pride for all the participants.

2. Short courses are scheduled throughout the year and involve a variety of activities. These courses include activities such as white water canoeing, backpacking, climbing, caving, cross country skiing, orienteering, and community service projects.

3. Parent-student short courses encourage parent involvement with the school. Parent-student courses are an integral part of the followup program and may include backpacking, canoeing, rock climbing, initiatives, orienteering, cross country skiing and family solo. The major emphasis is on sharing the experience and communicating feelings. Students have the opportunity to teach their parents, help them, enjoy them, and express feelings in a safe environment. Parents can learn from their children, observe them in an area of the son or daughter's expertise, and enjoy their interaction within that supervised experience.

4. Special courses, 6-15 days long, can include a variety of activities, such as sailing, backpacking, canoeing, and climbing expeditions in various parts of the country. Another course can be a skills training course for students interested in developing technical skills for either a job in outdoor programs and camps or employment within the program. Another possibility is exchanging courses with a similar program in a different area of the country. This should enhance an exchange of ideas, and provide additional unique experiences.

5. Outward Bound scholarships can be offered to graduates as a reinforcer for a student's success on contract goals and a continuation of personal growth and development experiences.

6. Student staff are graduates employed in the program and can benefit the student and the program. Students can assist in logistics, food handling, phone duty, emergency situations and the daily operation of basecamp. This position gives graduates a work experience and a sense of responsibility and self-worth.

7. If the program is fortunate enough to acquire land for a basecamp, the development of that land can provide a valuable project for the students.

By constructing buildings and a ropes course, students have the opportunity to learn carpentry skills, plumbing and electrical skills in addition to job responsibility and cooperation in a working environment.

8. Personal services are defined as direct personal assistance to graduates and may include phone calls, letters, and visits. If the staff is living at basecamp, a 24-hour hotline can be made available to students on an emergency basis. Many times an emergency shelter is also needed if one is unavailable in a student's community.

9. Wilderness Program curriculum can be developed for the wilderness experience and followup commitment. This will enable students to receive high school credit for their involvement and would be an added incentive for the student.

10. "Special Person Weekend,"held shortly after completion of the wilderness course, is valuable and gives graduates an opportunity to share their experience with someone who is special to them.

11. Regional weekends can be held to facilitate transportation problems. A central meeting place can be determined and scheduled activity conducted from there.

12. An all-women's course or an all-men's course can be a valuable source of sharing and support. Mother-daughter courses and father-son courses also facilitate family involvement.

Appendix III

Course Director's Report Submitted by: Gerald L. Colins

Contract Course with Colorado State Reformatory at Buena Vista

September 23 - October 7, 1975

Location: Marble

Staff: Course Director: Jerry Golins

Instructor: Tom Stich

Assistants: Jamie Katz, Larry Saghe, Rory Frazier

Logistics: Lorrie Babcock

The problemmatic nature of designing and running a course for offenders warrants documentation that concentrates on assumptions and generalizations that can assist others in subsequently directing such courses. In many respects, this was a model course, so the focus will be on the critical variables that contributed to its success.

I. Pre Course Preparation

A. Staff Selection - Discrete selection of staff is the first priority. Delinquent populations are extremists in terms of their needs for affection, acknowledgement, and affirmation. They tend to have well developed defensive postures in relationship to their inability to satisfy these needs. So one can expect punishing, repressive, suppressive behavior. They tend to personalize conflict, see it as a win/lose scenario to be resolved through force or the threat of force, and not through negotiation. They seem edgy, subject to highs and lows. One wonders if incarceration has caused or merely exacerbated these delinquent characteristics. Accordingly, such a

course demands staff who are committed to helping, are experienced manipulators of the Outward Bound process, have personal integrity, can exercise a wide range of intervention techniques, have a sense of humor, and who understand corrections. Overstaff, as the demands on staff are extreme, and the need for allies great.

B. Student Selection - The emphasis throughout was on straightforward details of course activities and Colorado Outward Bound School staff expectations of student performance. The expectations were that they cooperate with their peers so as to get through in one piece, take a look at their behavior on the course, and most importantly that they attempt every activity or challenge posed, that in this respect they have the choice to choose all of Outward Bound or none of Outward Bound. We also mentioned that we would not ask them to do something that we would not or could not do ourselves.

We screened out some whose pathological proclivities might require clinical supervision or who seemed to have a fanciful notion of Outward Bound. A premium was put on honesty and character. Of the sixteen selected only one was later asked to leave the course who for reasons of obesity and low motivation became an untenable liability. In his case, Buena Vista and Colorado Outward Bound School staff indulged in wishful thinking in originally selecting him.

1. Presentation of a film to the general prison population, managed by two Buena Vista staff who had attended an Outward

Bound Teachers' Practicum.

2. Preliminary screening based on proximity to parole and motivational readiness by the same Buena Vista staff.

3. Final selection interviews conducted by Buena Vista staff and all Colorado Outward Bound School staff for course.

C. Orientation - Once selected, while Buena Vista staff began to get them in shape physically, I chose the proper boots for them. Regardless of how discrete one's screening has been, I think one can expect to lose a few (there is a romanticism about Outward Bound that clouds realistic assessments of potential). In any event, the assumptions underlying the orientation activities were as follows:

1. Outward Bound should be only for those who could immediately benefit from the development of constructive attitudes and responses, i.e. those soon to be paroled. It was reasoned that providing someone with a "de-institutionalizing" experience only to drop him back into detention with a long term remaining would be counterproductive and perhaps inhumane.

2. Outward Bound should only be for those who evidenced a desire to change their "scripts" or behavior through Outward Bound. It was reasoned that Outward Bound is too tough and too demanding for anybody but the committed. People can "con" more passive and less self-productive therapies. The need for immediate and consequential mastery eliminates the con in Outward Bound to a great extent.

3. Orientation should be as thorough, unassuming, and congruent with the realities of Outward Bound as possible; hence, the visual display, introduction to staff, etc. It was reasoned that incarcerated people are overly anxious to begin with and can benefit from all the familiarity to Outward Bound, staff and program expectations as possible.

D. Reconnaissance - Both myself and Tom Stich knew the Snowmass-Maroon Bells area well. Such knowledge helped alleviate our anxieties, and probably student anxieties as well. Invaluable knowledge of the area afforded the flexibility to alter course plans as the strengths of the group became known.

E. Staff Orientation - In addition to having the staff visit Buena Vista, and presenting them with a contemporary article on rehabilitation, I outlined specifically the sort of staff behavior which is listed below:

1. Teaching Methodology and Communications

a. Do not make presumptions about what students know, understand, or retain. Many offenders have poor conceptual skills and come from cultural backgrounds unfamiliar with the outdoors.

b. Keep activities practical and sequential - relate activities to what is coming up. Incarcerated types need immediate, practical, and positive reinforcement. They need to see the "payoff."

c. Be demonstrative as well as verbal. Once again, many offenders lack conceptual skills.

d. Teach by example. Many "incarcerants" have trouble with authority figures, so you must demonstrate a constructive authority model, i.e. one who gets respect and compliance, not because of the role, but because of what he knows and does.

e. Do not be too judgmental; leave that to the judge. The word delinquent is so inclusive that it almost means any adolescent. So don't pressure him by showing over concern or fear.

f. Be congruent and straightforward, i.e. real; that is the least you owe any student. Be the example. Honesty is the best strategy with them.

g. Set your expectations of performance at the outset. Have justifiable, negotiable and non-negotiable demands with reasonable sanctions. Delinquents both need and want limits and directions set.

h. Let people know what to expect from the course in the way of activities, emotions. Delinquents seem to be more anxious than the average. Setting the stage is a way of bleeding off some of the anxiety.

i. Be the exemplar.

j. Pace yourself. Many delinquents are hyperactive with concentration waxing and waning continually.

k. Trust without trusting. Growth seems to take place in leaps and bounds with periods of regression. Accordingly, their commitments will be tentative and problematic.

l. Care without "bleeding." Many delinquents have such a negative self-image that any caring which seems too unconditional is suspected and possibly manipulated. Try not to need a success for your own.

m. Pain is a hard thing for delinquents to deal responsibly with. They tend to share it, prolong it, amplify it, or even disregard it completely. It seems to boil down to not having enough self-discipline and possession.

n. Words do not have much significance for juvenile delinquents. So trust the primacy of the experience. Very few participants can generalize the significance of Outward Bound activities with much depth. Accordingly, do not ask for premature summaries of performance; stick to what is happening today.

o. Do not try to build your own personal support system from the clients.

p. Look for the real messages behind behavior. What primary needs (physical, security, self-esteem, belongingness, and self-actualization) are threatened or have been satisfied, are the questions to ask.

q. Give feedback. They crave it, they want to know how they stand, and make sure you "hit the nail on the head."

Feedback which is good is a way of caring that makes sense to them. Relationships with grownups who are not their parents are most important to them.

r. Share but do not sell the metaphors on life available through Outward Bound.

s. Focus on the individual. You are not trying to solve society's ills. Rather, you are trying to promote autonomous, responsible individuals.

t. Intervene. The only thing you have to work with is their behavior in the here and now. So do not let the teachable moments pass by.

u. Exhort. The need for charisma is not dead. These kids are impassioned. Tap, direct, and encourage it.

v. Their peer group is where the action is. They need to belong in and to it. This issue will be the source of much conflict, likewise the group will be the resource for the resolution of such conflict.

w. Delinquents live in and for the moment. Make sure activities are sequential, concrete, and within the capacity of students. Delinquents need plausible linkage and foreseeable goals with a reasonable payoff.

x. Have plans but have more options. Be prepared to think on your feet about what to do next.

II . Program

Outward Bound is a type of problem solving which impels willing participants in a contrasting environment to mastery. The problems are constituted in such a way that the participants will successfully resolve the tasks. The problems are supposed to be prescriptive, progressive, concrete, manageable, worthwhile, holistic, reconstructive, and reciprocal.

A. Prescriptive - Course was shortened to 14 days

- more in line with institutional constraints at Buena Vista
- easier on staff (attrition on such course high)
- compact time frame (no need for dead space)
- consistent with student attention span

B. Progressive

1. Basecamp used initially

- provided a permanent reference for students (serve as a bridge between their familiar environments and the outdoors)
- allows for more thorough and safe assessing of student skills by staff

2. Short term, high impact activities, such as ropes course, initiatives, rock climbing, and rapelling conducted initially, then the trekking introduced

- bolsters motivation to persevere through whole course
- sharpens mental, emotional, and physical conditioning

C. Concrete - See attached course schedule

D. Manageable

1. Course shortened to 14 days
2. Original linear course design altered at first resupply to a more compact, circular one which would give us greater choices for activities with greater safety and time margins.
3. Only one peak climb scheduled on the snowbowl side of Snowmass (arduous but safe with exposed but short sections with a variety of boulder hopping, trekking, snow exposed bouldering).
4. Solo shortened to a day and a half
   - incarcerated youths are used to loneliness not aloneness constantly surrounded by masses and peers, the solitude required of a lengthy solo overwhelming
   - enough time to contemplate course behavior and pose future directions
5. Finals changed to a day and a half unaccompanied expedition in some patrols
   - to demonstrate competence as unit without the direct supervision of instructor appropriate sequential step

E. Worthwhile - See attached list of activities

F. Holistic - This is hard to do consistently in such a group as there is a wide range of cognitive development and such basic skills as first aid, map and compass demand a substantial amount of cognition. Creative imagination needs to be exercised in relating these skills to the level and frames of reference of such a group.

G. Reconstructive

- Staff spent a lot of time, mostly on a one-to-one basis, working with students drawing parallels
- Students individually and as a group were constantly asked to compare and contrast the behavior on the course to the behavior in the "joint," to the behavior on the "streets"
- Along with the usual pin and certificate other measures were employed to tangibly reinforce achievement, such as:

1. Slides taken, early prints developed in time to show at course conclusion
2. The remainder to be shown later at followup meetings
3. Assessment letters were written for parole hearings
4. Turtlenecks awarded to each participant upon completion

H. Reciprocal

- Patrol size was kept small (five to seven)
- Such persons are used to having and surfacing conflict, so smaller numbers will provide enough conflict while increasing chances of resolution
- Inter-patrol rivalry can be intense; smaller sizes allow for greater individuation

All activities were well received, either valued for the ecstasy or the conflict/resolutions they provided.

Trip Itinerary

Activities

Day	A.M.	P.M.
1	Arrival Course Director's introductory talk - "quiet walk" - equipment issue	Wall and beam - ropes course - campcraft - debriefing
2	Run and dip	Rappel - rockcraft - climbing - campcraft - night hike
3	Trek to marble quarry - rappel into quarry - spelunk out of quarry	Trek up to Whitehouse Cabin (approximately 3 miles with 2000' altitude gain)
5	Readings - trek along Treasury Ridge into Bear Basin (approximately 5 miles) - Map and compass - Trek down Bear Basin (3 miles)	
6	Resupply at Crystal	Unstructured afternoon - readings
7	Route finding unaccompanied from Lead King to Snowmass Lake via Trailriders (approximately 7 miles 2000' elevation gain and loss)	
8	Climb Snowmass Mountain via snowbowl	
9	Return to Prospector Springs	Unstructured afternoon (fishing, etc.)
10	Trek over Meadow Mountain to North Fork (approximately 7 miles) - sauna	
11	Solo	
12	Off solo	Begin unaccompanied from Silver Creek to Love's Cabin (7 miles)
13	Unaccompanied from Love's to East Fork at Schofield Park via Frigid Aid Pass (8 miles)	
14	Marathon (9 miles) - debriefing (patrol and individual)	Steak fry - awards - departure

Footnotes

[1]Norval Norris and Gordon Hawkins, The Honest Politician's Guide to Crime Control, Chicago: The University of Chicago Press, 1970, p. 146.

[2]The most current list of programs is through the Association for Experiential Education, P O Box 4625, Denver, CO 80204. It is entitled Directory of Program Used Alternatives to Incarceration, Mental Health, Physical Disabilities.

[3]Gary Templin and Phillip Baldwin, "The Evaluation and Adaption of Outward Bound, 1920-1966," Kurt Hahn and the Development of Outward Bound: A Compilation of Essays, Denver: Colorado Outward Bound School Publication, 1976, p. 8.

[4]Colorado Outward Bound Instructor's Manual 1979, p. 3.

[5]It is interesting to note that there is no concrete evidence that participation in Outward Bound lowered the mortality rate of graduate seamen. The opinion was that it did.

[6]Outward Bound Brochure.

[7]While still the largest and most prolific adventure educational organization in America, Outward Bound has assumed more of the role of a steward of the "movement," underwriting much of the network building among practitioners, training many of the adaptive staff, consulting on program development, etc.

[8]Herb C. Willman, Jr. and Ron Y. F. Chun, "Homeward Bound," Outward Bound in Corrections: A Compilation, Denver: COBS Publications, 1977, p. 52.

[9]Francis J. Kelly, Ed.D., "Outward Bound and Delinquency: A Ten-Year Experience," Outward Bound in Corrections: A Compilation, Denver: COBS Publications, 1977, p. 1.

[10]Ibid., p. 7, Recidivism was "recommitment to a juvenile or adult institution for a new offense."

[11]This chapter is an edited version of an article I wrote, entitled "How Delinquents Succeed Through Adventure-Based Education," which appears in the Journal of Experiential Education, Fall, 1978.

[12]Johan Huizinga, Homo Ludens: A Study of the Play Element in Culture, Boston: Beacon Press, 1950, p. 10.

[13]Dr. Derek Miller, "Psychotherapy with Adolescents," seminar presentation, William Beaumont Medical Center, March 25, 1976.

[14]Martin Buber, I and Thou, New York: Charles Schribner's Sons, 1970, p. 94.

[15]Don Peterson, unpublished, untitled paper on Outward Bound, Denver, Spring, 1978.

[16]Much of what I have just described is handled more extensively in a paper entitled The Exploration of the Outward Bound Process, co-authored by Vic Walsh and myself. It is available through Colorado Outward Bound School Publications, 945 Pennsylvania, Denver, CO 80203.

[17]Terry L. Drum and Laurence J. Max, "Michigan Expeditions Evaluation 1975-1978," Office of Planning, Program Coordination and Evaluation, Michigan Department of Social Services, 1978, p. vi-vii.

[18]It is interesting to note that of the four adventure-based diversion programs (whose evaluations I have managed to obtain) which were evaluated to have statistically significant lower rates of recidivism, all had more exciting, demanding, stimulating course site locations than the two adventure-based diversion programs that report equal recidivism rates (which are located in the midwest). Perhaps the variable was the level of stress: the higher the level of stress, the more significant the results in terms of lowering "flat" recidivism. There is some confirmation of this. Dr. Rocky Kimball, in doing a comparison study of wilderness course types for offenders in New Mexico, found that high stress (operationally defined as physical stress--with a greater subjective impression of psychological stress) was a significant variable producing statistically significant treatment effects. (See Dr. Richard Owen Kimball, "Wilderness Experience Program, Forensic Systems Behavioral Health Services Division, 1979, p. 23.)

[19]Supplemental programs tend to be more regional or community specific, so program personnel are more accessible for followup. (See Appendix II for a length list of possible followup activities.)

[20]The best is by Solomon Cytrynbaum, PhD., "The Connecticut Wilderness Program: A Preliminary Evaluation Report," an evaluation submitted to the State of Connecticut, Council on Human Services, June 1975, p. 31.

[21]Francis J. Kelly, Ed.D., "Outward Bound and Delinquency: A Ten-Year Experience,"Outward Bound in Corrections, p. 9.

[22]"Community Mental Health," Science News, Vol. 112, No. 11, p. 170. "Thirty-Year Followup: Counseling Fails," Science News, Vol. 112, No. 21, p. 357.

[23]Unfortunately, I have yet to encounter a hard and fast rule as to who needs what, if any, sort of followup. The factors which I think are the most important to take into account are the existence of and unreasonableness of self-improvement plans, the likelihood of being gainfully occupied, the support available in the "home" setting, the length of prior treatment, and the kind of that treatment (a youngster who has been in a highly structured, secure setting often develops institutional habits and must be weened gradually).

[24]There are no "cookbooks" available, documenting how to design and execute a course. The best I can do is reference the reader to Appendix III which is an edited copy of a course I designed, managed and evaluated for adult offenders. It reveals how an understanding of the adventure-based process can be used to design the course.

[25]G. R. Cardwell, "Research and the Fallacy of Recidivism Studies on Wilderness Programs for Troubled Youth," a paper presented at the Sixth Annual Conference on Experiential Education, St Louis, Missouri, September 30, 1978.

[26]Dr. Richard Owen Kimball, "The Spiritual Value of Statistics, Computers and Other Esoteric Hokum," unpublished draft paper, March 8, 1979, p. 13.

[27]Sarah Andrew, "Measurement Issues in the Evaluation and Assessment of Program Objectives," an unpublished draft paper, 1979, p. 2.

[28]Kimball, p. 4.

[29]Terry L. Drum and Laurence J. Max, "Michigan Expeditions Evaluation 1975-1978," p. 47.

[30]Arnold Shore, ed., Outward Bound: A Reference Volume, February 1977, p. 3.

[31]Kimball, pp. 9-10.

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V I T A E

Gerald L. Golins
age 33; November 16, 1945

Education

1979, Currently a Mid-Career MPA Student at Harvard University
1973, MA, Curriculum and Instruction, University of Northern Colorado, Greeley, Colorado
1971, Standard Secondary Teaching Credential, College of Notre Dame, Belmont, California
1968, BA, Political Science, Claremont Men's College, Claremont, California
1967, Institute of European Studies, Vienna, Austria
1964, High School, Carlmont, Belmont, California

Professional Work Profile

Colorado Outward Bound School

1979 on a temporary leave of absence
1977 to 1979: Program Director/Development. I supervised the management of the school's outreach efforts in the area of corrections, mental health, and adult training. Nine projects serve approximately 400 students annually, with a budget of a quarter of a million dollars total. Each project is funded separately, the sources being private tuition, regional and national private foundation grants, direct state legislative appropriations or federal grants (LEAA). The projects are:

1. Adventure Group Home
2. Adult Offender Program
3. Colorado Springs Juvenile Diversion Project
4. Project I.D. Louisville, Kentucky
5. Denver Inner City Scholarship Program
6. Denver Area Explorer Adult Advisor Training Program
7. Minority Staff Program
8. St. Luke's Alcoholic Rehabilitation Program
9. Educators Practicum

1973 to 1979: School adaptive program consultant to:

1. Aunt Martha's Youth Service Bureau, Illinois
2. Baton Rouge Gamily Court, Parish of Baton Rouge, Louisiana
3. Betterways, Inc., Ohio
4. Colorado Department of Corrections, Colorado Springs, Colorado
5. Flint Community School, Flint, Michigan
6. Irvin, Miller, Sweeney Foundation, Columbus, Ohio
7. Michigan Department of Social Service, Lansing, Michigan
8. Missouri Department of Corrections, Jefferson City, Missouri

1973 to 1979: School adaptive program consultant to:

9. New York Division for Youth, Albany, New York
10. New Mexico Department of Hospitals and Institutions, Santa Fe, New Mexico
11. William Beaumont Army Medical Center, Department of Psychiatry, El Paso, Texas
12. Alaska State Legislature

1973 to 1977: Project Director/Corrections responsible for developing the utilization of Outward Bound in the area of Corrections.

1973 to 1977: Course Director for the School

Started with a salary of $750 per month, at present I earn $1505 per month or $18,060 per year. My superior is Mr. Gary Templin, School Director.

Other

1972 Director, Exploration Bound, Greeley, Colorado. I originated and ran leadership/communication experiences for student dorm proctors in return for tuition payment at UNC while getting MA.

1971-1972 Teacher, Monte Vista High School, Fremont Union High School District, Fremont, California. I taught Government, advanced German, and coached springboard diving, salary $9,600 per year. Supervisor, Jim Byrne, Department Head.

1969 Teacher, K-6 La Joya School, Salinas, California. Taught migratory farm worker children. Salary: monastic, supervisor Mr. Brannon, Principal.

Military Service

1969 to 1974 Officer, Infantry, USAR

Hobbies, Interests

Skiing (Nordic/Alpine); mountaineering (summer/winter); fly fishing and tying.

Reading

Foreign languages, German (fluent); Spanish (rudimentary)

"How Delinquents Succeed Through Adventure Based Education", The Journal of Experiential Education; Volume 1, Number 2, 1978, p. 26-29.

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